Standing with State and Other Accrediting Agencies

1. Disclose information about any relationship with a specialized, professional, or institutional accreditor and with all governing or coordinating bodies in states in which the institution has a presence.

Supporting information: Provide the team in the Resource Room with the most recent comprehensive evaluation report and action letter from each institutional or specialized accrediting agency as well as any interim monitoring prepared for that agency.

Westminster College is recognized by the state of Missouri as an accredited institution of higher learning within the state. During the time that Westminster operated a branch campus in Arizona (Mesa, AZ; August, 2013 – May, 2014), Westminster was approved by the state of Arizona to operate in that state. Additionally, Westminster has received state permission to offer online courses in the following states: Arizona, Arkansas, California, Colorado, Florida, Georgia, Illinois, Louisiana, New Jersey, New York, Ohio, Oklahoma, South Carolina, Tennessee, and Texas.

The Westminster education program is accredited by the Missouri Department of Higher Education.

Westminster’s business program (Accounting, Business, Economics, and Management Information Systems) has recently (November, 2014) been approved for accreditation by the Accreditation Council for Business Schools and Programs (ACBSP), but the College has not yet received an official letter of notification from ACBSP.
July 24, 2012

Ms. Teri Stanfill  
Executive Director  
Arizona State Board for Private Postsecondary Education  
1400 West Washington Street, Room 260  
Phoenix, Arizona 85007

Dear Ms. Stanfill:

At the request of Westminster College, I am pleased to confirm the Missouri Department of Higher Education's (MDHE) statutory responsibilities pertaining to the operations of that institution in the state of Missouri.

Westminster College, founded in 1851 and located in Fulton, Missouri, is designated in Missouri as an independent institution. Based on that status, the MDHE reviews and comments on new degree programs, coordinates the collection of the Integrated Postsecondary Education Data System (IPEDS) survey data for the U.S. Department of Education/National Center for Education Statistics (USDE/NCES) and approves institutional participation in state administered student financial assistance programs. Westminster College is in compliance with all related policies of the MDHE. The MDHE does not license or authorize Westminster to operate in the state as it is statutorily exempt from that process.

If I can provide additional information, please feel free to contact me.

Sincerely,

[Signature]

Leroy Wade  
Assistant Commissioner  
Financial Assistance, Outreach, and Proprietary Certification

LW:lw
The Arkansas Department of Higher Education (ADHE) has received your request for information regarding advertising, recruiting, and Arkansas Rules and Regulations on offering courses and degrees to Arkansas residents online or through distance technology. Before any course or degree can be offered to Arkansas residents it must first be approved by the Institutional Certification Advisory Committee (ICAC) and certified by the Arkansas Higher Education Coordinating Board (AHECB), regardless of the institution’s physical presence in Arkansas.

The AHECB meets quarterly to certify programs. You must first submit a Letter of Intent (Form 1 attached) and then submit the ICAC program proposals on the forms found on the ADHE website. The proposal review process could take up to 6 months from the time of proposal submission depending on the number of programs and the thoroughness of the proposal documents. Nursing, education, counseling, and other licensure degrees go to the appropriate state agency for additional review.

An institution without AHECB certification offering a college-level course/degree program to Arkansas students must cease and desist from operating in Arkansas until certified by AHECB. Failure to obtain required AHECB certification will be reported to the Consumer Protection Division of the Arkansas Attorney General’s Office.

(If your institution has programs in the SREB Electronic Campus, those programs do not need to be certified in Arkansas. Please send the list of programs or courses so we can have a record of them.)

At the time that the proposal is reviewed, institutions must attend the AHECB meeting in Arkansas.

You may not advertise or recruit Arkansas students until your programs are approved by the AHECB. Please indicate the number of Arkansas residents (if any) you had enrolled for Fall 2013, the degree titles, number of credit hours for each degree program, and the expected degree completion date for each Arkansas student.

The Institutional Certification Advisory Committees Rules and Regulations and forms can be found at: www.adhe.edu/divisions/academicaffairs/Pages/aa_certification.aspx

The notification/proposal submission dates and ICAC/AHECB meeting dates are below.
Deadline dates for Letters of Intent

July 1, 2014, for submission to the July 2014 AHECB meeting
October 1, 2014, for submission to the October 2014 AHECB meeting

Deadline Dates for Applications and Letters of Notification

July 15, 2014 for submission to the October 2014 AHECB meeting
October 15, 2014 for submission to the January 2015 AHECB meeting

Institutional Certification Advisory Committee (ICAC) Meetings

Meetings held by Phone Conference, if needed (ADHE will contact the institutions if ICAC members have questions about the programs and if meeting attendance is required)

June 26, 2014
September 25, 2014

Arkansas Higher Education Coordinating Board (AHECB) Meetings – Attendance required in Arkansas (Arrival by 8:15 a.m.)

July 25, 2014
October 31, 2014

Please let me know if you have additional questions.

Thank you.

Alana Boles
Program Specialist, Academic Affairs
Arkansas Department of Higher Education
501-371-2060

From: Hollrah, Connor [mailto:CHollrah.15@westminster-mo.edu]
Sent: Wednesday, April 30, 2014 2:04 PM
To: Alana Boles
Cc: Neal, Kathy
Subject: Accreditation Process- Arkansas

Alana,

I am a student at Westminster College in Fulton, MO. I am helping the college out, trying to figure out what the process is to get licensed to teach online courses to Westminster students living in Arkansas. If you could reply all to this email with help it would be appreciated.

Thank you,
May 12, 2014

Kathy Neal
Westminster College

Dear Ms. Neal:

Thank you for your recent inquiry to the Department of Higher Education regarding the need for authorization in Colorado. Under current policy, institutions of higher education must have a physical presence in the state to meet the criteria for authorization. Pursuant to the Colorado Commission on Higher Education's policy regarding state authorization, the definition of physical presence under this policy reads:

3.16 “Physical presence”
   a. Establishing a physical location in a state for students to receive synchronous or asynchronous instruction; or
   b. Requiring students to physically meet in a location in the state for instructional purposes as required for the course; or
   c. Establishing an administrative office in the state, including:
      1. Maintaining an administrative office in the state for purposes of providing information to prospective students or the general public about the institution, enrolling students, or providing services to enrolled students; or
      2. Providing office space to instructional or non-instructional staff; or
      3. Establishing an institutional address or phone number in the state.

I presume that your institution will not meet our physical presence definition. Therefore, Colorado regulations permit Westminster College to enroll Colorado residents into its online courses and programs without requiring action by the Colorado Commission on Higher Education.

Please let me know if you have further questions or concerns I can be reached via email, heather.delange@dhe.state.co.us or by phone, (303) 866-4209.

Sincerely,

Heather DeLange
Academic Policy Officer
Neal, Kathy

From: Lloyd, Emily <Emily.Lloyd@dhe.state.co.us>
Sent: Monday, May 12, 2014 5:25 PM
To: Neal, Kathy
Cc: Delange, Heather
Subject: RE: Accreditation Process- Colorado
Attachments: PhysicalPresenceLetter_5_12_14.docx

Hello Kathy,
Thank you for reaching out to the Colorado Department of Higher Education in regards to online courses for Westminster College in the State of Colorado.

I am sharing a link to our Degree Authorization Act, specifically Section I, Part J. Please see page 5 in the section titled “Physical Presence” for more information on our policy: http://highered.colorado.gov/Publications/Policies/Current/i-partj.pdf

I have also attached a letter from our Academic Policy Officer, Heather DeLange, reiterating these policies and the standing of Westminster College.

Kindest Regards,

Emily Lloyd
Receptionist

COLORADO
Department of Higher Education
P 303.866.2723 | F 303.866.4266
1560 Broadway, Suite 1600, Denver, CO 80202
emily.lloyd@dhe.state.co.us | highered.colorado.gov

From: Delange, Heather
Sent: Monday, May 12, 2014 11:46 AM
To: Neal, Kathy
Cc: Lloyd, Emily
Subject: Re: Accreditation Process- Colorado

Hello. I have been out of the office a lot lately. To expedite your request, please contact Emily Lloyd, copied here for assistance. Ms. Lloyd can assist me in responding to your inquiry.

Many thanks,
Heather DeLange

Sent from my iPhone

On May 12, 2014, at 9:36 AM, "Neal, Kathy" <Kathy.Neal@westminster-mo.edu> wrote:

Good morning. I wanted to follow up with you to see if you could provide the information requested below. If you are unable to do so, is there someone else we should contact?
Thank you,

Kathy Neal | Coordinator of Transfer Credit Services and Administrative Assistant to the Associate Dean of Faculty
Westminster College | 501 Westminster Avenue, WH131 | Fulton, MO 65251
573-592-5288 | Kathy.Neal@westminster-mo.edu

EDUCATED TO LEAD. INSPIRED TO ACHIEVE.

From: Hollrah, Connor
Sent: Wednesday, April 30, 2014 2:06 PM
To: heather.delange@dhe.state.co.us
Cc: Neal, Kathy
Subject: Accreditation Process- Colorado

Heather,

I am a student at Westminster College in Fulton, MO. I am helping the college out, trying to figure out what the process is to get licensed to teach online courses to Westminster students living in Colorado. If you could reply all to this email with help it would be appreciated.

Thank you,

Connor Hollrah
Neal, Kathy

From: Hood, Susan <SUSAN.HOOD@fldoe.org>
Sent: Monday, May 12, 2014 12:09 PM
To: Neal, Kathy
Subject: RE: Accreditation Process- Florida

With the information furnished it does not appear the you would be required to be licensed in Florida. We get to letters as we can.

From: Neal, Kathy [mailto:Kathy.Neal@westminster-mo.edu]
Sent: Monday, May 12, 2014 11:34 AM
To: Hood, Susan
Subject: RE: Accreditation Process- Florida

Susan,

We are quickly approaching our Summer Online term. Do you have any further information for me regarding the process in Florida?

Thank you,

Kathy Neal | Coordinator of Transfer Credit Services and Administrative Assistant to the Associate Dean of Faculty Westminster College | 501 Westminster Avenue, WH131 | Fulton, MO 65251 573-592-5288 | Kathy.Neal@westminster-mo.edu

EDUCATED TO LEAD. INSPIRED TO ACHIEVE.

From: Neal, Kathy
Sent: Thursday, May 01, 2014 12:23 PM
To: 'Hood, Susan'
Subject: RE: Accreditation Process- Florida

That is correct.

From: Hood, Susan [mailto:SUSAN.HOOD@fldoe.org]
Sent: Thursday, May 01, 2014 12:22 PM
To: Neal, Kathy
Subject: RE: Accreditation Process- Florida

Just to ensure that I understand your activity in Florida. The College has not physical presence in Florida. The faculty has no face to face contact with Florida students and there is no one in Florida recruiting students?

From: Neal, Kathy [mailto:Kathy.Neal@westminster-mo.edu]
Sent: Thursday, May 01, 2014 1:19 PM
To: Hood, Susan
Subject: RE: Accreditation Process- Florida

Susan,
Westminster is a small, private liberal arts college located in Fulton, Missouri. We are only offering online courses to our students in Florida. We would not have a physical presence there. If you need further details on the college, please let me know. We appreciate any assistance you are able to offer.

Thank you,

Kathy Neal | Coordinator of Transfer Credit Services and Administrative Assistant to the Associate Dean of Faculty Westminster College | 501 Westminster Avenue, WH131 | Fulton, MO 65251 573-592-5288 | Kathy.Neal@westminster-mo.edu

EDUCATED TO LEAD. INSPIRED TO ACHIEVE.

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From: Hollrah, Connor
Sent: Thursday, May 01, 2014 11:45 AM
To: susan.hood@fldoe.org
Cc: Neal, Kathy
Subject: Fwd: Accreditation Process- Florida

Susan,

I am forwarding this to Kathy Neal, who will be able to answer this question.

Connor Hollrah

Begin forwarded message:

From: "Hood, Susan" <SUSAN.HOOD@fldoe.org>
Subject: FW: Accreditation Process- Florida
Date: May 1, 2014 at 6:01:40 AM CDT
To: "CHollrah.15@westminster-mo.edu" <CHollrah.15@westminster-mo.edu>

Could you please give us a little more information regarding the programs being offered in Florida and a little about the College? Thank you

---

From: Hollrah, Connor [mailto:CHollrah.15@westminster-mo.edu]
Sent: Wednesday, April 30, 2014 3:07 PM
To: Ferguson, Sam
Cc: Neal, Kathy
Subject: Accreditation Process- Florida

Sam,

I am a student at Westminster College in Fulton, MO. I am helping the college out, trying to figure out what the process is to get licensed to teach online courses to Westminster students living in Florida. If you could reply all to this email with help it would be appreciated.
Ms. Neal,

The Nonpublic Postsecondary Education Commission (NPEC) has received either a letter of inquiry or an e-mail from your institution or system relative to the Code of Federal Regulations, Section 600.9. NPEC is the correct State agency to have contacted relative to this matter. Please consider this e-mail to be an official response from NPEC to your recent correspondence and/or e-mail.

The method through which the State of Georgia is addressing these requirements may be found by accessing the link entitled ADDRESSING FEDERAL ON-LINE/DISTANCE EDUCATION REQUIREMENTS on the Website www.gnpec.org. Please follow the directions provided in the pdf. document to which this link points. Contact information to address questions which may arise is also found in this document.

Let us know if you have any questions after reading the pdf. document.

Adam Hawk
Standards Administrator
Georgia Nonpublic Postsecondary Education Commission
2062 East Exchange Place, Suite 220, Tucker, Georgia 30084
(770) 414-2644
adamh@npec.state.ga.us
www.gnpec.org

Adam—For your response. Thanks—cgc—

Could you please tell me what the process is to get licensed to teach online courses to Westminster students living in Georgia? Any help would be greatly appreciated.

Thank you,

Kathy Neal | Coordinator of Transfer Credit Services and Administrative Assistant to the Associate Dean of Faculty
Westminster College | 501 Westminster Avenue, WH131 | Fulton, MO 65251
573-592-5288 | Kathy.Neal@westminster-mo.edu
EDUCATED TO LEAD. INSPIRED TO ACHIEVE.
Addressing Federal On-Line/Distance Education Requirements

Introduction


Any institution not based in the State of Georgia, whether or not it offers instruction to residents of Georgia only over the Internet, is determined to need a Certificate of Authorization issued by the Commission to offer postsecondary instruction in the State if they engage in at least one of the following activities:

1. The institution maintains a telephone number with a Georgia area code;
2. The institution maintains a postal address with a Georgia zip code;
3. The institution markets and/or recruits Georgia students via any means of media which originates in Georgia;
4. The institution maintains an Internet URL which originates in Georgia or utilizes an ISP which is based in Georgia; or
5. The institution provides payment reportable for income tax purposes via either a W-2 or Form 1099 to any individual resident of the State for any purpose directly associated with the institution’s Georgia students.

Institutional Self-Assessment

Institutions are asked to self-assess as to whether the programming they offer entails any one or more of the activities listed above.

Institutions Engaging in NO Activities

Institutions which engage in NONE of the above activities should address a letter to NPEC which states the following:

"Name of Institution located at Legal Mailing Address has reviewed the conditions which would cause it to be required by the State of Georgia's Nonpublic Postsecondary Education Commission (NPEC) to be authorized. Resultant from this review, Name of Institution stipulates that it engages in none of the listed conditions."

The body of the letter should also indicate the name and contact information for the individual to whom any return information should be directed.
This letter must be written on institutional letterhead stationary, signed by either the institution’s President or legal counsel, notarized, and mailed to:

Carl G. Camann, Ph.D.
Deputy Director
Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084

Having received and reviewed this letter, NPEC will return to the institution (by name) a statement indicating that no further action is needed by the institution to provide on-line programming to Georgia residents under the procedures in effect as of the date of issuance of the statement. The statement will be in effect for twelve (12) months from the date of issuance or until the institution engages in any activity which would cause a Certificate of Authorization to be required, whichever occurs first.

Institutions Engaging in ONE or MORE Activities

Institutions which engage in ONE or MORE of the activities listed above should access the NPEC Website at www.npec.org for information on submitting an application for a Certificate of Authorization, and should inform NPEC in writing at the address listed above that such an application is forthcoming. Any institution which must apply should cease and desist from enrolling any further Georgia residents as students until a Certificate of Authorization is issued.

Further Questions

Questions pertaining to the contents of this document should be directed to Carl G. Camann, Deputy Director of NPEC, at 770-414-3208 or at ccamann@npec.state.ga.us

Procedure Implemented 03/01/11
Procedure Modified 5/6/11 to correct “1098” to read “1099” in item number 5, and to insert the word “directly” after “…for any purpose…” in item number 5.
May 27, 2014

Carl G. Camann, Ph.D.
Deputy Director
Nonpublic Postsecondary Education Commission
2082 East Exchange Place, Suite 220
Tucker, Georgia 30084

Dear Dr. Camann:

Westminster College, located at 501 Westminster Avenue in Fulton, Missouri, has reviewed the conditions which would cause it to be required by the State of Georgia’s Nonpublic Postsecondary Education Commission (NPEC) to be authorized. Resultant from this review, Westminster College stipulates that it engages in none of the listed conditions.

Please send any follow-up communication to:

Dr. David Jones
Associate Dean of Faculty
Westminster College
501 Westminster Avenue
Fulton, Missouri 65251

Thank you for allowing us to offer online courses to our students residing in the state of Georgia. Should you need additional information, please contact me any time.

Sincerely,

George B. Forsythe, Ph.D.
President
May 29, 2014

Dr. David Jones
Associate Dean of Faculty
Westminster College
501 Westminster Avenue
Fulton, MO 65251

Dear Dr. Jones:

This letter is in response to the 5/27/2014 electronic submission (request ID: 875) describing the necessity to obtain approvals in Illinois. It is understood from the correspondence that the institution meets the description of an Institution with Limited Physical Presence in Illinois as defined under 23 Illinois Administrative Code Section 1030.10. The institution is reporting that it:

- is authorized to operate in at least one other state;
- is accredited by a body recognized by the U.S. Department of Education and/or the Council for Higher Education Accreditation;
- will not offer degrees or credit bearing coursework from a physical location owned, operated or rented by the institution in Illinois, or will not provide instruction for students at a physical location owned, operated or rented by the institution in Illinois; and
- does not maintain a physical facility in Illinois or does not physically provide core academic support services in Illinois.

Based on the information provided, the Illinois Board of Higher Education (IBHE) grants continuous approval until such time that any one of the aforementioned conditions change. When any one of the conditions change and is no longer true, the institution shall notify the IBHE staff. Otherwise, the institution does not need to contact the IBHE for an annual approval.

Thank you for keeping our office informed of program development at your institution.

Daniel P. Cullen, Ph.D.
Deputy Director for Academic Affairs

DPC:sm
Sent from my iPhone

Begin forwarded message:

From: Nancy Beall <Nancy.Beall@REGENTS.LA.GOV>
Date: April 30, 2014 at 4:11:02 PM CDT
To: "CHollrah.15@westminster-mo.edu" <CHollrah.15@westminster-mo.edu>
Subject: RE: Accreditation Process - Louisiana

Mr. Hollrah:

Your email was forwarded to me for response. Please review the attached document. After review, if the academic program activities proposed by your institution fall within the parameters described for physical presence you can find the application on our website at:

www.regents.state.la.us under Institutional licensure, Degree Granting license application (new institutions). If any degree programs have a clinical/practicum component then licensure may be required.

Sincerely,

Nancy Beall, B.S.Ed.
Assistant Program Manager

Planning, Research and Performance
and Proprietary Schools

Louisiana Board of Regents
PO Box 3677
Baton Rouge, LA 70821

1201 North 3rd Street, Suite 6-200
Baton Rouge, LA 70802

Phone (225) 342-4253
FAX (225) 342-3371

Document indicates no licensing needed if there is no physical component in the state of LA.
From: Larry Tremblay
Sent: Wednesday, April 30, 2014 3:11 PM
To: Nancy Beall
Subject: FW: Accreditation Process- Louisiana

Please handle.

From: Hollrah, Connor [mailto:CHollrah.15@westminster-mo.edu]
Sent: Wednesday, April 30, 2014 2:10 PM
To: Larry Tremblay
Cc: Neal, Kathy
Subject: Accreditation Process- Louisiana

Larry,

I am a student at Westminster College in Fulton, MO. I am helping the college out, trying to figure out what the process is to get licensed to teach online courses to Westminster students living in Louisiana. If you could reply all to this email with help it would be appreciated.

Thank you,

Connor Hollrah
Sent from my iPhone

Begin forwarded message:

From: "Taylor, Eric" <Eric.Taylor@nihe.state.nj.us>
Date: May 1, 2014 at 12:09:21 PM CDT
To: "Chollrah.15@westminster-mo.edu" <Chollrah.15@westminster-mo.edu>
Subject: RE: Accreditation Process: New Jersey

Dear Mr. Hollrah:

I am responding to your inquiry regarding licensure requirements for distance education in New Jersey.

When an out-of-State institution offers New Jersey residents no other programs except for distance education programs with no physical presence in the State, then licensure is not required. “Physical Presence” is defined in the higher education licensure rules of the New Jersey Administrative Code (“N.J.A.C.”) to mean “that an entity offers credit-bearing courses from or conducts some portion of the learning experience at a location established in New Jersey by the entity, whether established directly or under the auspices of another entity or an institution.” N.J.A.C. 9A:1-1.2.

If a distance learning program requires a clinical or internship component for a certain degree, such a component will not meet the above-referenced definition of “Physical Presence” so long as the following two criteria are met:

1) The student-supervisor relationship is conducted on a one-to-one basis (e.g. no group review sessions or other gatherings); and

2) The supervisor is not a permanent employee of the institution.

For your convenience, I have attached a copy of New Jersey’s licensure rules to this email. These rules can also be found on our website at: http://www.state.nj.us/highereducation/More_HB_Resources/Licensure.htm. Kindly bring any additional questions, comments, or concerns to my attention via email or telephone.

Very truly yours,
Eric Taylor, Esq.
Director, Office of Licensure
Office of the Secretary of Higher Education
(609) 984-3738
eric.taylor@njhe.state.nj.us
Dear Connor Hollrah,

This email is in response to your inquiry to the Office of College and University Evaluation regarding clarification about the need for Westminster College to apply for approval to offer its online programs to New York State residents.

If an institution has a “Physical Presence” in New York, then it must apply to the New York State Education Department for permission to operate in New York State. The Physical Presence policy can be found at the following link: http://www.highered.nysed.gov/ocue/ded/policies.html

In short, you DO NOT need to apply for approval from the NYS Education Department if your institution merely:

- Communicates electronically with students in New York State (e.g., by computer or broadcast) in ways that do NOT involve an instructional site or an organized group activity;
- Advertises in New York State media;
- Recruits students, e.g., at college fairs, job fairs, or trade shows;
- Conducts alumni activities within the State, such as alumni clubs.

You DO need to apply for approval if your institution does any of the following:

- Operates an instructional site (a physical location at which instruction is given by a faculty member to a group of students) in New York State.
- Sponsors organized activities within New York State that are related to the academic program (e.g., advising, mentoring, study groups, examination administration for groups of students).
- Has a representative, whether paid or not, acting on its behalf within New York State to arrange or conduct instructional or academic support activities.
- Places students in clinical internships related to certain licensed professions (e.g., nursing, mental health counseling, respiratory therapy, etc.), the practices of which are typically restricted to licensed persons or students enrolled in educational programs approved or registered by the Department.

In addition, please note the following:

- For information regarding clinical internships in areas that
lead to professional licensure in New York State, please contact the Office of Professional Education and Program Review at:
opprops@mail.nysed.gov. You can find a list of the Professions at:
http://www.op.nysed.gov/prof.

- For information regarding out-of-state college teacher preparation programs and student teaching placements in New York State, please see:

- For any further clarification, or to inquire about applying for Permission to Operate in New York State, please contact the Office of College and University Evaluation at:
ocueinfo@mail.nysed.gov.

Sincerely,
Ellen Zunon
Associate in Higher Education
Office of College and University Evaluation New York State Education Department

>>> "Hollrah, Connor" <CHollrah.15@westminster-mo.edu> 4/30/2014 3:13 PM >>>
Ellen,

I am a student at Westminster College in Fulton, MO. I am helping the college out, trying to figure out what the process is to get licensed to teach online courses to Westminster students living in New York. If you could reply all to this email with help it would be appreciated.

Thank you,

Connor Hollrah
Dear Connor:

Thank you for your inquiry. With respect to distance education, if the university’s programs can be completed entirely online, the university may enroll Ohio residents into such programs without taking any further action with the Ohio Board of Regents.

If the distance education programs contain an on-ground component (e.g., internship, clinical, practicum, student teaching, field experience, etc.) that will be completed in Ohio, the university would need to attain approval to offer such experiences in the state. The form to submit such a request is attached. Please contact me if I can be of further assistance.

Sincerely,

Shane

Shane DeGarmo
Associate Vice Chancellor
Program Development and Approval
Ohio Board of Regents
25 S. Front Street
Columbus, Ohio 43215
(614) 387-1215
sdegarmo@regents.state.oh.us

From: <Hollrah>, Connor <Hollrah.15@westminster-mo.edu>
Date: Wednesday, April 30, 2014 at 3:14 PM
To: Shane Degarmo <sdegarmo@regents.state.oh.us>
Cc: "Neal, Kathy" <Kathy.Neal@westminster-mo.edu>
Subject: Accreditation Process- Ohio

Shane,

I am a student at Westminster College in Fulton, MO. I am helping the college out, trying to figure out what the process is to get licensed to teach online courses to Westminster students living in Ohio. If you could reply all to this email with help it would be appreciated.

Thank you;

Connor Hollrah
Begin forwarded message:

From: Renea Eshleman <reshleman@che.sc.gov>
Subject: Westminster College, Fulton, MO
Date: May 12, 2014 at 9:13:33 AM CDT
To: "Hollrah, Connor" <CHollrah.15@westminster-mo.edu>

This is in response to your inquiry concerning compliance with requirements of U.S. Department of Education Regulation 600.9 State Authorization.

The SC Commission on Higher Education is the administering agency of the Nonpublic Postsecondary Institution License Act. The Commission licenses out-of-state public, private, nonprofit, and for-profit institutions that have a physical presence in South Carolina. The Commission does not have jurisdiction where institutions enroll SC residents into online courses or programs where the institution does not conduct activities defined as operating or soliciting in South Carolina. A clarification of jurisdiction and annotated licensing statute are posted on the web site of the Commission.

http://www.che.sc.gov/CHE_Docs/AcademicAffairs/License/ClarificationofOperatingOrSolicitingDefinition.pdf

If the institution is not engaging in activities defined as "operating or soliciting," the institution is not required to apply for licensure; nothing further is required in order for your institution to offer its distance education programs and courses. The Commission does not provide waivers to licensure. An institution either falls under the jurisdiction of the Commission and is subject to licensure or is exempt.

Please let me know if you have other questions.

Renea H. Eshleman, Associate Director
From: Hollrah, Connor [mailto:CHollrah.15@westminister-mo.edu]
Sent: Wednesday, April 30, 2014 3:17 PM
To: Renea Eshleman
Cc: Neal, Kathy
Subject: Accreditation Process- South Carolina

Renea,

I am a student at Westminster College in Fulton, MO. I am helping the college out, trying to figure out what the process is to get licensed to teach online courses to Westminster students living in South Carolina. If you could reply all to this email with help it would be appreciated.

Thank you,

Connor Hollrah
Sent from my iPhone

Begin forwarded message:

From: "Maeyaert, Cathie" <Cathie.Maeyaert@THECB.state.tx.us>
Date: April 30, 2014 at 4:45:06 PM CDT
To: "Hollrah, Connor" <CHollrah.15@westminster-mo.edu>
Subject: RE: Accreditation Process- Texas

Connor:

In order to comply with Texas Higher Education Coordinating Board (THECB) rules regarding distance education programs, your institution should consider two scenarios. These scenarios assume:
  • If your institution has physical presence in Texas: Your institution is accredited by an accrediting agency recognized by THECB; or
  • If your institution does not have physical presence in Texas: Your institution is accredited by an accrediting agency recognized by the US Department of Education.

I believe your institution is accredited by HLC, which is recognized by THECB/the US Department of Education.

Scenario 1: 100% online or distance education:
If all degree programs or courses leading to degrees offered to Texas students are 100% online or distance education, your institution will not come under the oversight of THECB if it is accredited by an accrediting agency recognized by the US Department of Education. You do not need to apply for authorization. You may visit a helpful flowchart on our website HERE and print out a statement of exemption based on distance education. This exemption is based on no physical presence in Texas.

Scenario 2: clinicals or internships within Texas:
If one of the degree programs or courses leading to degrees involves a clinical, internship or other field-based learning experience in Texas, the field-based learning experience in Texas will usually trigger physical presence for your institution. [There have been very specific circumstances where a field-based experience did not trigger physical presence. For example, the student was only using a Texas site to conduct research and/or the site personnel gave absolutely no feedback to the institution and had no role in determining the student’s grade through evaluations, written reports, time tracking and so forth. Please contact me to discuss the field-based experience if you feel your institution may fall within this narrow exception to physical presence.]
It is usually the case that the field-based learning experience site provides some type of feedback and therefore is considered to be in an agency relationship with the institution for that particular course, triggering physical presence. If so, your institution will need authorization in order to have students complete their field-based learning experiences in Texas. Whether or not the supervisor is a volunteer or receives compensation from the university does not affect the physical presence trigger. Volunteers who receive no compensation may still be providing feedback that affects the student’s progress through the course or contributes toward the student’s final grade.

Please note: until your institution has students scheduled to participate in a field-based experience, your online programs would not trigger physical presence and THECB would have no basis for issuing a Certificate of Authorization. The application should be completed approximately one to two months prior to the start of the first field-based experience.

Since your institution is accredited by a THECB-recognized accreditor, your institution would need to complete an application for a Certificate of Authorization as soon as you know where your students will complete their field-based learning experiences. Part of the application includes a spreadsheet where you must provide the location, program, number of students involved, and dates of each field-based learning experience in Texas. If approved, your institution will receive approval to conduct clinicals, internships and other field-based learning experiences in Texas for those degrees program or courses leading to degrees which have the field-based learning experience component. The information regarding the field-based learning experiences must be updated periodically to reflect current field-based learning experiences. Most institutions update on a semester basis, but at least annually.

The application also requires documentation from two other entities: 1) documentation of accreditation and approval for degree programs from your accreditor; and 2) approval to operate in Texas, exemption or exclusion from the Texas Workforce Commission.

The Certificate of Authorization application is found HERE. Please contact me if you have questions about the application.

Cam
Cathie A. Maeyaert, J.D.
Special Projects Director
Workforce, Academic Affairs and Research
Texas Higher Education Coordinating Board
P.O. Box 12788
Austin, TX 78711
Direct Phone: (512) 427-6527
cathie.maeyaert@thercb.state.tx.us

From: Hollrah, Connor [mailto:CHollrah.15@westminster-mo.edu]
Sent: Wednesday, April 30, 2014 2:19 PM
To: Maeyaert, Cathie
Cc: Neal, Kathy
Subject: Accreditation Process- Texas

Cathie,

I am a student at Westminster College in Fulton, MO. I am helping the college out, trying to figure out what the process is to get licensed to teach online courses to Westminster students living in Texas. If you could reply all to this email with help it would be appreciated.
Distance Education Authorization Requirements in Tennessee

On October 29, 2010, the U.S. Department of Education released its final program integrity regulations regarding postsecondary educational institutions, including state authorization requirements in 34 C.F.R. § 600.9. The Tennessee Higher Education Commission (THEC or Commission) offers the following information regarding Tennessee’s authorization requirements for out-of-state providers of distance education in order to assist institutions in their efforts to comply with the requirements of Tennessee and federal law. Questions concerning this information should be directed in writing to Lindsey Vaughan, Assistant Director of Regulatory Affairs, at lindsey.vaughan@tn.gov.

If after reviewing the following explanation, you believe that your institution does not engage in any activity requiring authorization, no further action by your institution is required. However, if you believe that your institution should obtain authorization, you must submit an Initial Authorization Application. The application process is described in the “Obtaining Authorization” section of this document.

Statutes and Rules: The text of Tennessee’s statutes and rules governing postsecondary educational institutions may be obtained by clicking on the appropriate links at the top of the webpage located at: [http://tn.gov/thec/Divisions/LRA/PostsecondaryAuth/psa.html](http://tn.gov/thec/Divisions/LRA/PostsecondaryAuth/psa.html).

Rule 1540-01-02-.04(1) prohibits non-exempt postsecondary educational institutions from advertising, soliciting, recruiting, enrolling, or operating in Tennessee without authorization from THEC. The exemptions are listed in Tenn. Code Ann. § 49-7-2004 and Rules 1540-01-02-.05 and .08(8) and (10); however, Tennessee does not specifically exempt distance education providers.

A distance education provider engages in the activities described in Rule 1540-01-02-.04(1) if it establishes a physical presence. The definition of physical presence as found in Rule 1540-01-02-.03(1)(dd) provides:

“Physical presence” means actual presence within the state of Tennessee for the purpose of conducting activity related to: a postsecondary educational institution; an educational service; dissemination of educational credentials; enrollment; solicitation or advertising. Physical presence as further outlined for purposes of authorization shall include but not be limited to:
1. An instructional site within the state;
2. Instruction within or originating from Tennessee designed to impart knowledge with response utilizing teachers, trainers, counselors, etc., or computer resources, or computer linking (e.g. Internet), or any form of electronic telecommunications;
3. Dissemination of an educational credential from a location within the state;
4. An agent, recruiter, institution or business that solicits for enrollment or credits or for the award of an educational credential;
5. Advertising, promotional material or public solicitation in any form that targets Tennessee residents or uses local advertising markets in the state for institutions seeking, holding or required to hold a certificate of authorization.

THEC interprets the definition of physical presence to:

- include advertisements that appear on the webpage of a local newspaper;
- include initiating or facilitating an arrangement with any individual, business, organization, or entity located in Tennessee for the purpose of providing an internship, externship, practicum, clinical, student teaching, or similar opportunity (e.g., the student’s ability to select a training site is limited to a list maintained by the institution), but does not include entering into such arrangements that are student-initiated;
- not include enrolling a Tennessee student if the recruitment of the student did not involve any of the prohibited activities; and
- not include having an instructor lead a distance education course from his or her residence in the state.

If an institution engages in any of the activities listed in the definition of physical presence, it must obtain authorization by filing an Initial Authorization Application with THEC. Otherwise, an institution that does not engage in any of the listed activities does not have to take any action. However, as set forth below, specific institutions are exempt from state authorization requirements.

**Exempt Institutions:** Exemptions can be found at Tenn. Code Ann. § 49-7-2004, 2014 Public Acts chapter 890, and Rules 1540-01-02-.05 and .08(8) and (10). Institutions that are exempt from state authorization requirements include institutions that meet the requirements of Tenn. Code Ann. § 49-7-2004(a)(6) (as amended by Public Acts chapter 890 on May 1, 2014). The requirements listed in Public Acts chapter 890 are as follows:

(6) Any postsecondary educational institution that:

(A) Has had its primary campus domiciled in the same state for at least twenty (20) consecutive years and continues to have its primary campus domiciled in that state;

(B) Is accredited by an accrediting agency recognized by the United States department of education and has been accredited by a recognized accreditor for at least twenty (20) consecutive years;
(C) Is chartered where its primary campus is domiciled as a not-for-profit entity and has continuously been so chartered for at least twenty (20) consecutive years;
(D) Meets and maintains financial standards deemed acceptable by the accreditor for the purpose of maintaining accreditation and the United States department of education for the purpose of being a Title IV eligible institution; and
(E) Completes an information request form under subdivision (b)(3).


Obtaining “Authorization Not Needed” Letter: On March 17, 2011, the U.S. Department of Education (USDOE) released a Dear Colleague Letter, GEN-11-05, regarding implementation of the program integrity regulations. Pursuant to GEN-11-05, the USDOE does not require an institution to obtain a document from the appropriate state agency stating that authorization is not required. An institution is only required to demonstrate upon request from the USDOE that state authorization is not required. As a result, THEC will not issue “Authorization Not Needed” letters at this time. Instead, THEC will consider whether issuance of such a letter is appropriate at such time that the USDOE requests that an institution demonstrate that state authorization is not required. If your institution receives a request from the USDOE, you may request that THEC issue an “Authorization Not Needed” letter by submitting a written request, along with the request from the USDOE, to:

Tennessee Higher Education Commission
Attn: Julie M. Woodruff
404 James Robertson Parkway, Suite 1900
Nashville, TN 37243-0830

Obtaining Authorization: The first step to obtaining authorization in Tennessee is to file an Initial Authorization Application. If you determine that your institution is required to be authorized, you should contact Teresa Warren at teresa.warren@tn.gov to obtain an electronic version of the Initial Authorization Application.

Once your application and fee are received, the application will be reviewed by a staff member of the Division of Postsecondary School Authorization (DPSA). If the application is incomplete, DPSA will defer it with instructions that corrections be filed by the next due date.

If the application is complete, DPSA will make a favorable recommendation to the Committee on Postsecondary Educational Institutions. The Committee will review the application and determine whether to make a recommendation to the Commission that your institution be approved. If the Committee makes a favorable recommendation, the application is placed on the agenda for the next Commission meeting for approval. If the Commission vote is favorable, your institution will receive initial authorization.

Due dates are listed at http://tn.gov/thec/othermeetings.shtml.
INTRODUCTION AND INSTITUTIONAL CONTEXT

The Institution

Founded in 1851, Westminster College is a private, selective, coeducational, residential, undergraduate college with a curriculum based on the liberal arts with an emphasis on developmental experience. Westminster College is dedicated to teaching excellence and an education centered on key values (integrity, fairness, respect, and responsibility). The campus, located in Fulton Missouri, encompasses 86 acres.

The student enrollment is just over 1,100 with a student/faculty ratio of 15:1. In the academic year 2010-11, students represent 26 states and 61 countries.

Westminster College offers classes that are interactive and seminar-style. The Center for Leadership and Service integrates leadership skills, character development and community service opportunities into the curriculum.

Westminster College offers 36 majors, 34 minors and 12 pre-professional programs. The self-designed major offers students an opportunity to design their own major in fields such as advertising, communication, public administration and sports management.

Admission to Westminster College is selective based on academic performance and extracurricular activities. The most recent incoming class had an average GPA of 3.5, average ACT score of 25, and 67% ranked in the top 50% of their class.

There are 52 full-time faculty members and most hold the highest degree awarded in their fields. Students can work with faculty members on research.

The Mission of Westminster College

"It shall be the mission of Westminster College to educate and inspire all its students through a distinctive liberal arts curriculum and a dynamic developmental experience; to challenge them to be critically aware, life-long learners and leaders of character, committed to the values of integrity, fairness, respect and responsibility; and to prepare them for lives of success, significance and service."

Institutional Demographics For Academic Year: 2010

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<thead>
<tr>
<th>Ethnicity</th>
<th>MEN</th>
<th>Undergraduate Students</th>
<th></th>
<th></th>
</tr>
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<tr>
<td></td>
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<td>Part-time</td>
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<td>American Indian/Alaskan Native</td>
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<tr>
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### Undergraduate Students October 15, 2010

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<td>Total Women</td>
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### Race

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**Total unduplicated Undergraduate Enrollment**

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</thead>
<tbody>
<tr>
<td></td>
<td>1135</td>
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<tr>
<td></td>
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Source: MoSTEP Annual Report – MoSTEP 2A, 2010

**The Unit**

Westminster College began its Teacher Education Program in 1996. Prior to that time, students wishing to become teachers attended William Woods University as part of a cooperative agreement. Since 1997, when the Missouri Department of Elementary and Secondary Education granted provisional approval, Westminster College has graduated over 200 certified teachers.

Westminster College offers a Bachelor of Arts degree with majors offered in early childhood education (birth-grade 3), elementary education (grades 1-6), middle school education (grades 5-9), and secondary education (grades 9-12). Secondary content concentration areas are: Mathematics (9-12), Social Sciences (9-12), General Science (9-12), Biology (9-12), Chemistry (9-12), Physics (9-12), English Language Arts (9-12), and Physical Education, (K-9, 9-12 or K-12). Middle school majors must have two 21-hour areas of content concentration selected from English, Science, Social Sciences, and Mathematics or middle school majors may decide to have one concentration area with a minimum of 30 hours. Elementary majors must have at least one area of concentration of 21 hours chosen from Mathematics, Social Sciences, Science, or English. Secondary Education majors have a minor in their subject, and many elect to also complete a major in their discipline area as well.
The Teacher Education Program is based on reflective inquiry. It integrates general education, professional education and areas of specialization. An emphasis is placed on authentic practice. Field experiences are intended to provide an awareness of and experience in working with diverse populations, learners at-risk in mainstream schooling, and learners with exceptionalities and challenges. Four areas are emphasized: Observation, Demonstration, Research and Evaluation.

The conceptual framework of the Westminster College Education Program emphasizes educational inquiry and the role of teachers as inquiring professionals. Questions such as, “What do I know or need to know?” and, “What should I be able to do?” take shape in the process of reflective inquiry for both the education students and the faculty. While the first three phases overlap and are necessarily integrated, the phases may be broadly described as follow:

- Learning Inquiry I is the exploratory phase for future teachers and includes general education, educational foundations courses and beginning practical courses.
- Learning Inquiry II focuses on curriculum and instruction and factors directly related to schooling as students take methods and practicum courses.
- Learning Inquiry III is the integrative phase that focuses on action research, student teaching and pre-student teaching experience, student teaching, organization of a professional portfolio and an educational seminar.
- Learning Inquiry IV is the mentoring phase during the first years of teaching experience and involves continuing professional development.

The College’s general education goals and the Teacher Education Program’s objectives for competency development blend through pre-service preparation.

Overall, the team found that Westminster College is providing high quality teacher education. Evidence indicated that coursework and fieldwork is research based, comprehensive, and delivered in ways that require teacher education candidates to apply and practice the knowledge and skills they acquire throughout the program. Moreover Westminster College’s Education faculty members model the reflective practices in which they expect their graduate teachers to engage. They look at what works and doesn’t and modify accordingly. Education faculty members continue to build their own knowledge base through research and frequently make scholarly presentations. The President noted the strength of the Education faculty in this regard, applauding those faculty members’ ability to engage in scholarly productivity given all of the demands of the practice of teacher education. The Education faculty works collaboratively with their Arts and Sciences colleagues across campus and with PK-12 school personnel throughout the region. They engage in multiple meaningful service projects throughout the region. All constituents with whom the team spoke gave high marks to Westminster College’s teacher education programs – current candidates, alumni, cooperating teachers, school administrators, content faculty colleagues, college administration, librarians, the Churchill Museum staff – everyone. Although this is frequently the case at accreditation visits, the evidence that these publics provided was overwhelmingly positive and specific details were offered about the high quality teacher preparation provided by Education faculty who were described as dedicated to the institution, teacher education, and the service of PK-12 schools.

At the same time, there was a repeated message that Education faculty may need additional resources to enable them to analyze assessment data more effectively. This observation was
consistent with the evidence that the team reviewed in the unit’s self-study. Assessment information was available and had been analyzed at a basic level. However, much of the data was at the unit level and had not been provided to the individual programs. Disaggregation of the data by program would be useful for identifying individual program strengths and areas in need of modification. Also, the institutional researcher did a masterful job preparing a variety of assessment data sets but the analysis of those data sets – closing the feedback loop – was not done as well as it could have been given the amount of data generated. It is clear that the Department of Education is examining their data but more analysis of the data, done in a more systematic fashion would definitely benefit the unit, teacher education programs, teacher education candidates, and the institution as a whole.

<table>
<thead>
<tr>
<th>Professional Education Demographics For Academic Year: 2010</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>MEN</strong></td>
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<tr>
<td></td>
</tr>
<tr>
<td><strong>Ethnicity</strong></td>
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<tr>
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<td>Non-resident aliens (international)</td>
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<td>Race/ethnicity unknown</td>
</tr>
<tr>
<td><strong>Total Men</strong></td>
</tr>
</tbody>
</table>

| Race                       |          |           |
| American Indian/Alaskan Native | 2    | 0         |
| Asian                      | 1         | 0         |
| Black or African American  | 5         | 0         |
| Native Hawaiian or Other Pacific Islander | 0   | 0         |
| White                      | 51        | 0         |
| Two or More races          | 0         | 0         |
| **Total Men**              | 60        | 0         |

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<td><strong>Total Women</strong></td>
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<p>| Race                       |          |           |
| American Indian/Alaskan Native | 2    | 0         |
| Asian                      | 1         | 0         |
| Black or African American  | 2         | 0         |
| Native Hawaiian or Other Pacific Islander | 0   | 0         |
| White                      | 58        | 0         |</p>
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<th>Candidates Enrolled</th>
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### The Visit

The visit to Westminster College in Fulton, Missouri was conducted February 5 to 9, 2011 to review and evaluate the institution’s professional education unit, which offers programs for teacher certification. A five person DESE team, including an ex officio DESE member, conducted the program approval review of Westminster College. The members of the DESE team examined each program for compliance with state standards as well as the unit overall. The team reviewed individual programs in accordance with DESE standards and procedures. In addition to reviewing documents related to the campus programs, site team members participated in interviews with program faculty, staff, members of the professional community, and candidates.

The teacher education unit at Westminster College was reviewed in accordance with State Board Rule 5 CSR 80-805.015, Procedures and Standards for the Approval of Teacher Education Programs. The professional education unit and its programs for teacher certification were evaluated for compliance with the Missouri Standards for Teacher Education Programs (MoSTEP).
### SUMMARY OF FINDINGS FOR THE PROFESSIONAL EDUCATION UNIT

**Institution:**  Westminster College

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<thead>
<tr>
<th>Unit Standards</th>
<th>Team Findings</th>
<th>Rating</th>
<th>Recommended Action</th>
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<td>2. Program and Curriculum Design</td>
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<tr>
<td>3. Clinical Experiences</td>
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<td>4. Composition, Quality and Competence of Student Population</td>
<td></td>
<td>M</td>
<td>Approve</td>
</tr>
<tr>
<td>5. Qualifications, Composition, Assignments and Development of Professional Education Faculty</td>
<td></td>
<td>M</td>
<td>Approve</td>
</tr>
<tr>
<td>6. Governance, Organization and Authority</td>
<td></td>
<td>M</td>
<td>Approve</td>
</tr>
<tr>
<td>7. Professional Community</td>
<td></td>
<td>M</td>
<td>Approve</td>
</tr>
<tr>
<td>8. Resources for Operating the Unit and for Supporting Teaching and Learning</td>
<td></td>
<td>M</td>
<td>Approve</td>
</tr>
</tbody>
</table>

**Rating Codes:**

- **M** = Meets the Standard
- **NM** = The Standard is Not Met
- **IB** = Insufficient Evidence
FINDINGS FOR THE PROFESSIONAL EDUCATION UNIT

Standard 1: Performance Standards for Education Professionals: The unit ensures that candidates possess the knowledge, skills, and competencies defined as appropriate to their area(s) of professional responsibility.

Level: Initial
Rating for Standard: MET
Strength(s):

- Alignment between Westminster College’s overall goals and curriculum design and the institution’s teacher education goals and curricula is extremely strong. The liberal arts and sciences mission of the College is woven into Westminster’s teacher education programs. The result is that the Unit produces teachers that are reflective practitioners, as promised in their Conceptual Framework, because the College fosters production of critical thinkers who think globally and innovate.

- The Unit is to be commended for their use of grade level MAP scores to examine the impact of their graduates on PK-12 learning.

Area(s) for Improvement:

- Data collected should be disaggregated by certification program area for analysis and potential certification program improvement.

- Systematic, consistent, meaningful data analysis needs to be strengthened at the certification program level.

Recommendation: The standard is MET

Standard 2: Program and Curriculum Design: The unit has high quality professional education programs derived from a conceptual framework(s) that is knowledge-based, articulated, shared, coherent, consistent with the unit’s and/or institution’s mission, and continuously evaluated.

Level: Initial
Rating for Standard: MET
Strength(s):

- Coherence between Conceptual Framework of the unit and the instruction, field experiences and evaluations.

Area(s) for Improvement:

- Use collected data as part of a more clearly designed assessment system with continuous analysis, by unit and programs, to inform decisions with regard to program improvement and the impact of candidates, faculty and programs on PK-12 education.

Recommendation: The standard is MET

Standard 3: Clinical Experiences: The unit ensures that field experiences for initial and advanced programs are well-planned, early, on-going, integrated into the program
sequence, of high quality, and continuously evaluated.

Level: Initial
Rating for Standard: MET

Strength(s):
- The teacher candidates’ successful articulation of their ability to reflect and apply the theories and practices learned in their educational program is a positive representation of the college.

Recommendation: The standard is MET

Standard 4: Composition, Quality and Competence of Student Population: The unit implements written policies to recruit, admit, and retain a diverse pool of candidates who demonstrate potential for professional success in schools.

Level: Initial
Rating for Standard: MET

Recommendation: The standard is MET

Standard 5: Qualifications, Composition, Assignments, and Development of Professional Education Faculty and Quality of Instruction: Professional education faculty are qualified for their assignments, recruited from diverse populations, and model effective professional practices in teaching, scholarship and service.

Level: Initial
Rating for Standard: MET

Strength(s):
- Faculty model effective professional practices in teaching, scholarship and service, to teacher candidates but also to several constituencies including public schools, education-related organizations and other faculty across the college.

Recommendation: The standard is MET

Standard 6: Governance, Organization and Authority: Governing boards and administrators shall indicate commitment to the preparation of educational personnel, as related to the institution’s mission and goals, by adopting and implementing policies and procedures supportive of programs for the preparation of professional educators.

Level: Initial
Rating for Standard: MET

Recommendation: The standard is MET

Standard 7: Professional Community: The professional education community collaborates to improve programs for the preparation of school personnel and to improve the quality of education in the PK-12 schools.

Level: Initial
Rating for Standard: MET

Strength(s):
- Strong, collaborative, varied professional relationships and a wide range of shared programs with regional schools and districts.

Recommendation: The standard is MET

Standard 8: Resources for Operating the Unit: The unit has sufficient budget, facilities, equipment, and other resources to fulfill its mission, offer quality programs, and support teaching and scholarship of faculty and candidates.

Level: Initial

Rating for Standard: MET

Area(s) for Improvement:
- Data collection and analysis requirements were not met well with existing staffing and resources.

Recommendation: The standard is MET
SUMMARY OF DECISIONS FOR PROFESSIONAL EDUCATION PROGRAMS

Institution: Westminster College

<table>
<thead>
<tr>
<th>PROFESSIONAL EDUCATION PROGRAMS</th>
<th>Team Findings</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Rating for Program</td>
</tr>
<tr>
<td>Early Childhood Education, Birth through grade 3</td>
<td>M</td>
</tr>
<tr>
<td>Elementary Education, grades 1-6</td>
<td>M</td>
</tr>
<tr>
<td>Middle School Education, grades 5-9</td>
<td></td>
</tr>
<tr>
<td>Language Arts</td>
<td>M</td>
</tr>
<tr>
<td>Mathematics</td>
<td>M</td>
</tr>
<tr>
<td>Science</td>
<td>M</td>
</tr>
<tr>
<td>Social Science</td>
<td>M</td>
</tr>
<tr>
<td>Secondary Education</td>
<td></td>
</tr>
<tr>
<td>Business Education, grades 9-12</td>
<td>M</td>
</tr>
<tr>
<td>English, grades 9-12</td>
<td>M</td>
</tr>
<tr>
<td>Mathematics, grades 9-12</td>
<td>M</td>
</tr>
<tr>
<td>Physical Education, grades K-9, 9-12 and K-12</td>
<td>M</td>
</tr>
<tr>
<td>Science: Biology, grades 9-12</td>
<td>M</td>
</tr>
<tr>
<td>Science: Chemistry, grades 9-12</td>
<td>M</td>
</tr>
<tr>
<td>Science: Earth Science, grades 9-12</td>
<td>M</td>
</tr>
<tr>
<td>Science: Physics, grades 9-12</td>
<td>M</td>
</tr>
<tr>
<td>Social Science, grades 9-12</td>
<td>M</td>
</tr>
</tbody>
</table>

* Program for Endorsement only

Rating Codes:
- M = Meets the Standard
- NM = The Standard is Not Met
- NM-IE = Not Met-Insufficient Evidence
FINDINGS FOR PROFESSIONAL EDUCATION PROGRAMS

Program: Early Childhood Education, birth through grade 3
Level: Initial
Rating for Program: Standards are MET
Recommended Action: Approve

Program: Elementary Education, grades 1-6
Level: Initial
Rating for Program: Standards are MET
Recommended Action: Approve

Program: Middle School Education, grades 5-9
  Language Arts  Mathematics
  Science        Social Science
Level: Initial
Rating for Program:
  Language Arts Standards are MET
  Mathematics   Standards are MET
  Science       Standards are MET
  Social Science Standards are MET
Recommended Action: Approve

Program: Business Education, grades 9-12
Level: Initial
Rating for Program: Standards are MET
Recommended Action: Approve

Program: English, grades 9-12
Level: Initial
Rating for Program: Standards are MET
Recommended Action: Approve

Program: Mathematics, grades 9-12
Level: Initial
Rating for Program: Standards are MET
Strength(s):
  • Collaboration with/among/between faculty is exceptionally strong
Recommended Action: Approve

Program: Physical Education, grades K-9, 9-12 & K-12
Level: Grades K-9 Initial
Grades 9-12 Initial
Grades K-12 Initial

Rating for Program: Standards are MET

Strength(s):
- Exceptional research in Physical Education strengthens the preparation of teacher candidates in Physical Education

Recommended Action: Approve

Program: Science, grades 9-12
- Biology
- Chemistry
- Physics
- General Science

Level: Initial

Rating for Program:
- Biology, grades 9-12 Standards are MET
- Chemistry, grades 9-12 Standards are MET
- Physics, grades 9-12 Standards are MET
- General Science, grades 9-12 Standards are MET

Recommended Action: Approve

Program: Social Science, grades 9-12

Level: Initial

Rating for Program: Standards are MET

Strengths:
- Westminster offers a broad array of opportunities for service learning, study abroad and other programs that encourage candidates to engage in experiences that broaden their perspectives. This is a strength for teacher education in general but for social studies teacher education in particular.

Recommended Action: Approve
## College BASE: First Time Pass Rate

<table>
<thead>
<tr>
<th>Year</th>
<th>All Education Completers (% transfer)</th>
<th>First-Time Pass Rate</th>
<th>First-time Pass Rate for Students Entering as FTF</th>
<th>Average # of Attempts</th>
</tr>
</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>n = 18 (28%)</td>
<td>89%</td>
<td>85%</td>
<td>1.3</td>
</tr>
<tr>
<td>2004-2005</td>
<td>n = 17 (41%)</td>
<td>65%</td>
<td>80%</td>
<td>1.5</td>
</tr>
<tr>
<td>2005-2006</td>
<td>n = 24 (17%)</td>
<td>83%</td>
<td>80%</td>
<td>1.2</td>
</tr>
<tr>
<td>2006-2007</td>
<td>n = 21 (33%)</td>
<td>76%</td>
<td>79%</td>
<td>1.4</td>
</tr>
<tr>
<td>2007-2008</td>
<td>n = 14 (7%)</td>
<td>71%</td>
<td>77%</td>
<td>1.4</td>
</tr>
<tr>
<td>2008-2009</td>
<td>n = 22 (18%)</td>
<td>91%</td>
<td>89%</td>
<td>1.1</td>
</tr>
<tr>
<td>2009-2010</td>
<td>n = 32 (13%)</td>
<td>75%</td>
<td>75%</td>
<td>1.3</td>
</tr>
<tr>
<td>Averages</td>
<td></td>
<td>79%</td>
<td>81%</td>
<td>1.3</td>
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</table>

## College BASE: Average Scores

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Composite Score</th>
<th>Average English Sub-score</th>
<th>Average Science Sub-score</th>
<th>Average Mathematics Sub-score</th>
<th>Average Social Studies Sub-score</th>
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</thead>
<tbody>
<tr>
<td>2003-2004</td>
<td>320</td>
<td>305</td>
<td>322</td>
<td>341</td>
<td>317</td>
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<tr>
<td>2004-2005</td>
<td>301</td>
<td>283</td>
<td>310</td>
<td>323</td>
<td>291</td>
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<tr>
<td>2005-2006</td>
<td>305</td>
<td>285</td>
<td>311</td>
<td>319</td>
<td>307</td>
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<tr>
<td>2006-2007</td>
<td>302</td>
<td>301</td>
<td>295</td>
<td>316</td>
<td>294</td>
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<tr>
<td>2007-2008</td>
<td>308</td>
<td>288</td>
<td>317</td>
<td>321</td>
<td>311</td>
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<tr>
<td>2008-2009</td>
<td>311</td>
<td>307</td>
<td>312</td>
<td>321</td>
<td>311</td>
</tr>
<tr>
<td>2009-2010</td>
<td>313</td>
<td>306</td>
<td>317</td>
<td>327</td>
<td>302</td>
</tr>
<tr>
<td>Averages</td>
<td>308</td>
<td>296</td>
<td>312</td>
<td>324</td>
<td>305</td>
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</tbody>
</table>
### Praxis: Overall by year

<table>
<thead>
<tr>
<th></th>
<th># of Completers</th>
<th># Passing Praxis on 1st Attempt</th>
<th>%</th>
</tr>
</thead>
<tbody>
<tr>
<td>2002-03</td>
<td>15</td>
<td>13</td>
<td>86.7%</td>
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<tr>
<td>2003-04</td>
<td>18</td>
<td>16</td>
<td>88.9%</td>
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<tr>
<td>2004-05</td>
<td>17</td>
<td>14</td>
<td>82.4%</td>
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<tr>
<td>2005-06</td>
<td>24</td>
<td>19</td>
<td>79.2%</td>
</tr>
<tr>
<td>2006-07</td>
<td>21</td>
<td>18</td>
<td>85.7%</td>
</tr>
<tr>
<td>2007-08</td>
<td>14</td>
<td>13</td>
<td>92.9%</td>
</tr>
<tr>
<td>2008-09</td>
<td>22</td>
<td>21</td>
<td>95.5%</td>
</tr>
<tr>
<td>2009-10</td>
<td>32</td>
<td>27</td>
<td>84.4%</td>
</tr>
<tr>
<td><strong>Totals</strong></td>
<td><strong>163</strong></td>
<td><strong>141</strong></td>
<td><strong>86.5%</strong></td>
</tr>
</tbody>
</table>

### Praxis: Overall by exam

<table>
<thead>
<tr>
<th>Exam Name</th>
<th>Missouri Pass Score</th>
<th>WC Average Score</th>
<th>N's</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary Education: Curriculum Instruction and Assessment</td>
<td>164</td>
<td>177</td>
<td>67</td>
</tr>
<tr>
<td>Physical Education: Content Knowledge</td>
<td>153</td>
<td>159</td>
<td>23</td>
</tr>
<tr>
<td>Social Studies: Content Knowledge</td>
<td>152</td>
<td>167</td>
<td>22</td>
</tr>
<tr>
<td>Mathematics: Content Knowledge</td>
<td>137</td>
<td>153</td>
<td>14</td>
</tr>
<tr>
<td>English Language Literature and Composition: Content Knowledge</td>
<td>158</td>
<td>176</td>
<td>10</td>
</tr>
<tr>
<td>Business Education</td>
<td>555</td>
<td>614</td>
<td>7</td>
</tr>
<tr>
<td>Middle School Social Studies</td>
<td>154</td>
<td>170</td>
<td>7</td>
</tr>
<tr>
<td>Middle School Science</td>
<td>149</td>
<td>165</td>
<td>6</td>
</tr>
<tr>
<td>Middle School Mathematics</td>
<td>158</td>
<td>181</td>
<td>5</td>
</tr>
<tr>
<td>Middle School English-Language Arts</td>
<td>163</td>
<td>174</td>
<td>5</td>
</tr>
<tr>
<td>Education of Young Children</td>
<td>166</td>
<td>186</td>
<td>4</td>
</tr>
<tr>
<td>Early Childhood Education</td>
<td>600</td>
<td>647</td>
<td>3</td>
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<tr>
<td>Biology: Content Knowledge</td>
<td>166</td>
<td>153</td>
<td>2</td>
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<tr>
<td>General Science: Content Knowledge</td>
<td>154</td>
<td>156</td>
<td>1</td>
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</table>
### Electronic portfolio data:

<table>
<thead>
<tr>
<th></th>
<th>N</th>
<th>Mean</th>
<th>Std. Deviation</th>
<th>Std. Error</th>
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<tbody>
<tr>
<td>1</td>
<td>27</td>
<td>18.0093</td>
<td>2.06910</td>
<td>.39820</td>
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<tr>
<td>2</td>
<td>27</td>
<td>17.8537</td>
<td>1.79855</td>
<td>.34613</td>
</tr>
<tr>
<td>3</td>
<td>27</td>
<td>17.3926</td>
<td>2.77030</td>
<td>.53314</td>
</tr>
<tr>
<td>4</td>
<td>27</td>
<td>17.2519</td>
<td>2.75002</td>
<td>.52924</td>
</tr>
<tr>
<td>5</td>
<td>27</td>
<td>17.1333</td>
<td>2.80645</td>
<td>.54010</td>
</tr>
<tr>
<td>6</td>
<td>27</td>
<td>18.0963</td>
<td>1.97591</td>
<td>.38026</td>
</tr>
<tr>
<td>7</td>
<td>27</td>
<td>18.0778</td>
<td>1.91488</td>
<td>.36854</td>
</tr>
<tr>
<td>8</td>
<td>27</td>
<td>18.1741</td>
<td>2.14809</td>
<td>.41340</td>
</tr>
<tr>
<td>9</td>
<td>27</td>
<td>16.9630</td>
<td>3.52171</td>
<td>.67775</td>
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<tr>
<td>10</td>
<td>27</td>
<td>17.7111</td>
<td>2.44624</td>
<td>.47078</td>
</tr>
<tr>
<td>11</td>
<td>27</td>
<td>18.9222</td>
<td>2.44436</td>
<td>.47042</td>
</tr>
<tr>
<td>Total</td>
<td>17.7805</td>
<td>2.48896</td>
<td>.14442</td>
<td></td>
</tr>
</tbody>
</table>
Analysis of Student Teaching Evaluations and MoSTEP Standards 1.2.1-1.2, as evaluated by cooperating teachers at end of placement

<table>
<thead>
<tr>
<th>MoSTEP 1.2</th>
<th>N</th>
<th>Minimum</th>
<th>Maximum</th>
<th>Mean</th>
<th>Std. Deviation</th>
</tr>
</thead>
<tbody>
<tr>
<td>1 The pre-service teacher understands the central concepts, tools of inquiry, and structures of the discipline(s) within the context of a global society and creates learning experiences that make these aspects of subject matter meaningful for students.</td>
<td>32</td>
<td>3.40</td>
<td>9.00</td>
<td>7.7688</td>
<td>1.44946</td>
</tr>
<tr>
<td>2 The pre-service teacher understands how students learn and develop, and provides learning opportunities that support the intellectual, social, and personal development of all students.</td>
<td>32</td>
<td>3.00</td>
<td>9.00</td>
<td>7.7188</td>
<td>1.63104</td>
</tr>
<tr>
<td>3 The pre-service teacher understands how students differ in their approaches to learning and creates instructional opportunities that are adapted to diverse learners.</td>
<td>32</td>
<td>5.00</td>
<td>9.00</td>
<td>7.4688</td>
<td>1.58591</td>
</tr>
<tr>
<td>4 The pre-service teacher recognizes the importance of long-range planning and curriculum development and develops, implements, and evaluates curriculum based upon student, district, and state performance standards.</td>
<td>32</td>
<td>5.00</td>
<td>9.00</td>
<td>8.0417</td>
<td>1.40595</td>
</tr>
<tr>
<td>5 The pre-service teacher uses a variety of instructional strategies to encourage students' development of critical thinking, problem solving, and performance skills.</td>
<td>32</td>
<td>5.00</td>
<td>9.00</td>
<td>8.0625</td>
<td>1.43544</td>
</tr>
<tr>
<td>6 The pre-service teacher uses an understanding of individual and group motivation and behavior to create a learning environment that encourages positive social interaction, active engagement in learning, and self-motivation.</td>
<td>32</td>
<td>5.00</td>
<td>9.00</td>
<td>7.1667</td>
<td>1.75160</td>
</tr>
<tr>
<td>7 The pre-service teacher models effective verbal, nonverbal, and media communication techniques to foster active inquiry, collaboration, and supportive interaction in the classroom.</td>
<td>32</td>
<td>5.00</td>
<td>9.00</td>
<td>8.0625</td>
<td>1.41279</td>
</tr>
<tr>
<td>8 The pre-service teacher understands and uses formal and informal assessment strategies to evaluate and ensure the continuous intellectual, social and physical development of the learner.</td>
<td>32</td>
<td>5.00</td>
<td>9.00</td>
<td>7.3646</td>
<td>1.49398</td>
</tr>
<tr>
<td>9 The pre-service teacher is a reflective practitioner who continually assesses the effects of choices and actions on others. This reflective practitioner actively seeks out opportunities to grow professionally and utilize the assessment and professional growth to generate more learning for more students.</td>
<td>32</td>
<td>5.00</td>
<td>9.00</td>
<td>7.9792</td>
<td>1.36505</td>
</tr>
<tr>
<td>10 The pre-service teacher fosters relationships with school colleagues, parents and educational partners in the larger community to support student learning and well-being.</td>
<td>32</td>
<td>.00</td>
<td>9.00</td>
<td>7.5521</td>
<td>2.04538</td>
</tr>
<tr>
<td>11 The pre-service teacher demonstrates continual growth in the uses and troubleshooting of current and emerging computer technologies to run software; to access, generate, and manipulate data; and to publish results.</td>
<td>32</td>
<td>.00</td>
<td>9.00</td>
<td>7.1646</td>
<td>2.55172</td>
</tr>
</tbody>
</table>

Descriptive Statistics (9= Outstanding; 5= Satisfactory; 1=In Progress; 0=not observed)
In the *Self-Supervisor Evaluation* table the results are presented for all returned surveys from the years 2006, 2007 and 2009.

<table>
<thead>
<tr>
<th>(Aligned with MoSTEP indicators)</th>
<th>All Completers N=75</th>
<th>All Completers N=54</th>
</tr>
</thead>
<tbody>
<tr>
<td>Present subject matter in multiple ways (1.2)</td>
<td>1.18</td>
<td>1.17</td>
</tr>
<tr>
<td>Build on students' prior knowledge, experience, culture and community (1.3, 3.1, 3.4)</td>
<td>1.17</td>
<td>1.06</td>
</tr>
<tr>
<td>Create interdisciplinary learning (1.5)</td>
<td>1.62</td>
<td>1.42</td>
</tr>
<tr>
<td>Create and implement lessons based on developmental levels of the students (2.1, 3.2)</td>
<td>1.22</td>
<td>1.15</td>
</tr>
<tr>
<td>Encourage student responsibility (2.3)</td>
<td>1.11</td>
<td>1.07</td>
</tr>
<tr>
<td>Demonstrate a sound theory base on which to build instruction (2.4)</td>
<td>1.43</td>
<td>1.13</td>
</tr>
<tr>
<td>Provide for individualized instruction (4.2, 5.1)</td>
<td>1.39</td>
<td>1.28</td>
</tr>
<tr>
<td>Adapt instruction to meet diversity in needs and/or in learning styles (4.2)</td>
<td>1.32</td>
<td>1.24</td>
</tr>
<tr>
<td>Knows when and how to access specialized services when students need them (3.3)</td>
<td>1.34</td>
<td>1.32</td>
</tr>
<tr>
<td>Incorporate school's designated curriculum standards into my instruction (4.1)</td>
<td>1.16</td>
<td>1.17</td>
</tr>
<tr>
<td>Evaluate and revise plans to achieve short and long term instructional goals (4.3)</td>
<td>1.43</td>
<td>1.24</td>
</tr>
<tr>
<td>Incorporate technology into teaching and learning (11.1, 11.2, 11.3)</td>
<td>1.66</td>
<td>1.50</td>
</tr>
<tr>
<td>Encourage critical thinking, problem solving, performance skills (5.2)</td>
<td>1.20</td>
<td>1.17</td>
</tr>
<tr>
<td>Manage the classroom environment effectively (6.1, 6.2, 6.3)</td>
<td>1.21</td>
<td>1.20</td>
</tr>
<tr>
<td>Model respect for all students and others in the school community (7.2)</td>
<td>1.03</td>
<td>1.07</td>
</tr>
<tr>
<td>Use a variety of assessment and evaluation tools (8.1)</td>
<td>1.45</td>
<td>1.27</td>
</tr>
<tr>
<td>Constantly self-assess teaching and practice reflection (9.1)</td>
<td>1.31</td>
<td>1.25</td>
</tr>
<tr>
<td>Engage in regular professional development (9.2)</td>
<td>1.25</td>
<td>1.10</td>
</tr>
<tr>
<td>Foster relationships with those in the school and larger community (10.3, 10.4)</td>
<td>1.15</td>
<td>1.13</td>
</tr>
</tbody>
</table>
RECOMMENDATION TO THE STATE BOARD OF EDUCATION

It is recommended that Westminster College be granted approval to offer seventeen (17) professional education programs with the understanding that the revision of the Missouri Standards for Teacher Education Program (MoSTEP) will establish a new approval process and timeline. Upon approval of the new MoSTEP Standards by the Missouri State Board of Education, all educator preparation programs will need to address and respond to the new standards.

Professional Education Programs Recommended for Approval:

Early Childhood Education, Birth through grade 3
Elementary Education, grades 1-6
Middle School Education, grades 5-9
  Language Arts
  Mathematics
  Science
  Social Science
Business Education, grades 9-12
English, grades 9-12
Mathematics, grades 9-12
Physical Education, grades K-9,
Physical Education, grades 9-12
Physical Education, grades K-12
Science: Biology, grades 9-12
Science: Chemistry, grades 9-12
Science: Earth Science, grades 9-12
Science: Physics, grades 9-12
Social Science, grades 9-12
APPROVED PROGRAMS

Agriculture Education
College of the Ozarks
Missouri State University
Northwest Missouri State University
University of Central Missouri
University of Missouri – Columbia

Art
Avila University
College of the Ozarks
Columbia College
Culver-Stockton College
Drury University
Evangel University
Fontbonne University
Hannibal LaGrange College
Lincoln University
Lindenwood University
Maryville University
Missouri Southern State University
Missouri State University
Missouri Valley College
Missouri Western State University
Northwest Missouri State University
Park University
Southeast Missouri State University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-St. Louis
Washington University
Webster University
William Jewell College
William Woods University

Business Education
Avila University
Central Methodist University
College of the Ozarks
Columbia College
Evangel University
Hannibal LaGrange College
Lincoln University
Lindenwood University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Northwest Missouri State University
Rockhurst University
Southeast Missouri State University
University of Central Missouri
Westminster College

Dance
Lindenwood University

Driver Education
Missouri Baptist University
Missouri State University
Northwest Missouri State University
University of Central Missouri
Early Childhood Education
Central Methodist University
College of the Ozarks
Culver-Stockton College
Evangel University
Fontbonne University
Hannibal-LaGrange College
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri Valley College
Missouri Western State University
Northwest Missouri State University
Park University
Saint Louis University
Southeast Missouri State University
Southwest Baptist University
Stephens College
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Webster University
Westminster College
William Woods University

Elementary Education
Avila University
Baptist Bible College
Central Methodist University
College of the Ozarks
Columbia College
Culver-Stockton College
Drury University
Evangel University
Fontbonne University
Hannibal-LaGrange College
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri University of Science & Technology
Missouri Valley College
Missouri Western State University
Northwest Missouri State University
Park University
Rockhurst University
Saint Louis University
Southeast Missouri State University
Southwest Baptist University
Stephens College
Truman State University
University of Central Missouri
University of Missouri-Columbia
University of Missouri-Kansas City
University of Missouri-St. Louis
University of Phoenix
Washington University
Webster University
Westminster College
William Jewell College
William Woods University
English
Avila University
Central Methodist University
College of the Ozarks
Columbia College
Culver-Stockton College
Drury University
Evangel University
Fontbonne University
Hannibal LaGrange College
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri University of Science & Technology
Missouri Valley College
Missouri Western State University
Northwest Missouri State University
Park University
Rockhurst University
Saint Louis University
Southeast Missouri State University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
University of Phoenix
Washington University
Webster University
Westminster College
William Jewell College
William Woods University

English for Speakers of Other Languages
Avila University
Missouri Southern State University
Missouri State University
Missouri Western State University
Northwest Missouri State University
Park University
Southeast Missouri State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
Webster University

Family and Consumer Sciences
College of the Ozarks
Fontbonne University
Missouri State University
Northwest Missouri State University
Southeast Missouri State University
University of Central Missouri
University of Missouri – Columbia

Foreign Language - French
Central Methodist University
College of the Ozarks
Drury University
Evangel University
Lindenwood University
Missouri Southern State University
Missouri State University
Missouri Western State University
Northwest Missouri State University
Rockhurst University
Saint Louis University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Washington University
Webster University
William Jewell College
Foreign Language: German
Drury University
Missouri Southern State University
Missouri State University
Missouri Western State University
Saint Louis University
Southeast Missouri State University

Foreign Language: Japanese
Washington University

Foreign Language: Latin
Missouri State University
Washington University

Foreign Language: Russian
Washington University

Foreign Language: Spanish
Central Methodist University
College of the Ozarks
Drury University
Evangel University
Lindenwood University
Missouri Southern State University
Missouri State University
Missouri Western State University
Northwest Missouri State University
Park University
Rockhurst University

Health
Central Methodist University
College of the Ozarks
Culver-Stockton University
Evangel University
Lindenwood University
Missouri Baptist University
Missouri State University

Industrial Technology
Lindenwood University
Missouri Southern State University
Missouri State University

University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Washington University
Webster University

Saint Louis University
Southeast Missouri State University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Washington University
Webster University
William Jewell College

Missouri Valley College
Northwest Missouri State University
Southeast Missouri State University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri – St Louis

Southeast Missouri State University
University of Central Missouri
Journalism
Drury University
Missouri State University
Missouri Western State University

Library Media Specialist
Lindenwood University
Missouri Baptist University
Missouri State University

Marketing
Lindenwood University

Mathematics
Avila University
Central Methodist University
College of the Ozarks
Columbia College
Culver-Stockton College
Drury University
Evangel University
Fontbonne University
Hannibal LaGrange College
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri University of Science & Technology
Missouri Valley College

Pakistan
University of Central Missouri
University of Missouri – Columbia
Webster University

University of Central Missouri
University of Missouri – Columbia

Middle School: Agriculture Education
College of the Ozarks
Missouri State University

Middle School: Business Education
Avila University
College of the Ozarks
Evangel University
Lincoln University
Lindenwood University
Missouri Baptist University

Missouri Southern State University
Missouri State University
Northwest Missouri State University
University of Central Missouri
University of Missouri – Columbia
Middle School: Industrial Technology
College of the Ozarks
Lindenwood University
Missouri Southern State University
Missouri State University
University of Central Missouri

Middle School: Language Arts
Avila University
Central Methodist University
College of the Ozarks
Columbia College
Culver-Stockton College
Drury University
Evangel University
Fontbonne University
Hannibal LaGrange College
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri University of Science & Technology
Missouri Valley College
Northwest Missouri State University
Park University
Rockhurst University
Saint Louis University
Southeast Missouri State University
University of Central Missouri
University of Missouri - Columbia
University of Missouri - Kansas City
University of Missouri - St. Louis
Washington University
Webster University
Westminster College
William Jewell College
William Woods University

Middle School: Mathematics
Avila University
Central Methodist University
College of the Ozarks
Columbia College
Drury University
Evangel University
Fontbonne University
Hannibal LaGrange University
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri University of Science and Technology
Missouri Valley College
Northwest Missouri State University
Park University
Rockhurst University
Saint Louis University
Southeast Missouri State University
University of Central Missouri
University of Missouri - Columbia
University of Missouri - Kansas City
University of Missouri - St. Louis
Washington University
Webster University
Westminster College
William Jewell College
William Woods University
Middle School: Science
Avila University
Central Methodist University
College of the Ozarks
Columbia College
Culver Stockton College
Drury University
Evangel University
Fontbonne University
Hannibal LaGrange State College
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri University of Science and Technology
Missouri Valley College
Northwest Missouri State University
Park University
Rockhurst University
Saint Louis University
Southeast Missouri State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St Louis
Washington University
Webster University
Westminster College
William Jewell College
William Woods University

Middle School: Social Science
Avila University
Central Methodist University
College of the Ozarks
Columbia College
Culver-Stockton College
Drury University
Evangel University
Fontbonne University
Hannibal LaGrange College
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri University of Science & Technology
Missouri Vallee College
Northwest Missouri State University
Park University
Rockhurst University
Saint Louis University
Southeast Missouri State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St Louis
Washington University
Webster University
Westminster College
William Jewell College
William Woods University

Middle School: Speech and Theatre
Avila University
Fontbonne University
Lindenwood University
Missouri Baptist University
Missouri Southern State University
Missouri State University

Music: Instrumental
Baptist Bible College
Central Methodist University
College of the Ozarks
Culver-Stockton College
Drury University
Missouri Southern State University
Missouri State University
Northwest Missouri State University
Southeast Missouri State University
Southwest Baptist University
Truman State University

Missouri Western State University
Cont. Instrumental Music
Evangel University
Hannibal-LaGrange College
Lincoln University
Lindenwood University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Webster University
William Jewell College

Music - Vocal
Avila University
Baptist Bible College
Central Methodist University
College of the Ozarks
Culver-Stockton College
Drury University
Evangel University
Hannibal-LaGrange College
Lincoln University
Lindenwood University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Webster University
William Jewell College

Physical Education
Central Methodist University
College of the Ozarks
Culver-Stockton College
Drury University
Evangel University
Hannibal-LaGrange College
Lincoln University
Lindenwood University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri Valley College
Missouri Western State University
Northwest Missouri State University
Southeast Missouri State University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri – Kansas City (dropped)
University of Missouri – St. Louis
Westminster College
William Jewell College
William Woods University

Science: Biology
Avila University
College of the Ozarks
Columbia College
Drury University
Evangel University
Hannibal-LaGrange College
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Science: Biology
Northwest Missouri State University
Rockhurst University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
University of Phoenix
Washington University
Cont. Science: Biology
Missouri State University
Missouri University of Science and Technology

Science: Chemistry
College of the Ozarks
Columbia College
Drury University
Evangel University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri University of Science & Technology
Northwest Missouri State University
Rockhurst University

Science: Earth Science
Missouri State University
Northwest Missouri State University
University of Central Missouri

Science: General Science
Columbia College
Missouri Baptist University
Southwest Baptist University

Science: Physics
Drury University
Maryville University
Missouri Southern State University
Missouri State University
Northwest Missouri State University
Rockhurst University
Southeast Missouri State University

Westminster College
William Jewell College
William Woods University

Rockhurst University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
University of Phoenix
Washington University
Westminster College
William Jewell University

University of Missouri – Columbia
University of Missouri – Kansas City
University of Phoenix
Washington University

Truman State University
University of Phoenix
Westminster College

Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Washington University
Westminster College
William Jewell College
Social Science
Avila University
Central Methodist University
College of the Ozarks
Columbia College
Culver-Stockton College
Drury University
Evangel University
Fontbonne University
Hannibal LaGrange College
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri University of Science and Technology
Missouri Valley College
Missouri Western State University
Northwest Missouri State University
Park University
Rockhurst University
Saint Louis University
Southeast Missouri State University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
University of Phoenix
Washington University
Webster University
Westminster College
William Jewell College
William Woods University

Special Education: Blind and Partially Sighted
Missouri State University

Special Education: Deaf and Hearing Impaired
Fontbonne University
Missouri State University
Washington University

Special Education: Early Childhood Special Education
Fontbonne University
Hannibal LaGrange College
Lindenwood University
Missouri Baptist University
Missouri State University
Missouri Valley College
Missouri Western State University
Northwest Missouri State University
Saint Louis University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – St. Louis
Webster University

Special Education – Mild/Moderate: Cross-Categorical Disabilities
Avila University
Central Methodist University
Columbia College
Culver-Stockton College
Drury University
Evangel University
Fontbonne University
Harris-Stowe State University
Missouri Valley College
Missouri Western State University
Northwest Missouri State University
Park University
Saint Louis University
Southeast Missouri State University
Truman State University
University of Central Missouri
Continued...
Cont. - Special Ed. – Mild/Moderate: Cross-Categorical Disabilities

Lincoln University
Lindenwood University
Missouri Baptist University
Missouri Southern State University
Missouri State University

University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Webster University
William Woods University

Special Education: Severely Developmentally Disabled

Missouri State University
University of Central Missouri

Speech and Theatre

Avila University
Central Methodist University
College of the Ozarks
Culver-Stockton College
Drury University
Evangel University
Fontbonne University
Lindenwood University
Missouri Baptist University
Missouri Southern State University

Missouri State University
Missouri Valley College
Missouri Western State University
Northwest Missouri State University
Southeast Missouri State University
Southwest Baptist University
University of Central Missouri
University of Missouri – St. Louis
William Jewell College
William Woods University

Unified Science: Biology

Central Methodist University
College of the Ozarks
Culver-Stockton College
Drury University
Evangel University
Hannibal-LaGrange College
Harris-Stowe State University
Lincoln University
Lindenwood University
Maryville University
Missouri Southern State University
Missouri State University
Missouri Valley College

Missouri Western State University
Northwest Missouri State University
Park University
Rockhurst University
Southeast Missouri State University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Washington University
Webster University
Unified Science: Chemistry
Central Methodist University
College of the Ozarks
Drury University
Evangel University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri Southern State University
Missouri State University
Missouri Western State University
Northwest Missouri State University
Park University
Rockhurst University
Southeast Missouri State University
Southwest Baptist University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St Louis
Washington University

Unified Science: Earth Science
Missouri State University
Northwest Missouri State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
Washington University

Unified Science: Physics
Central Methodist University
Drury University
Lincoln University
Maryville University
Missouri Southern State University
Northwest Missouri State University
Rockhurst University
Southeast Missouri State University
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St Louis
Washington University
Career Education Director
University of Central Missouri

Counselor
Evangel University
Lincoln University
Lindenwood University
Missouri Baptist University
Missouri State University
Northwest Missouri State University
Saint Louis University

William Woods University
Southeast Missouri State University
Stephens College
Truman State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis

Counselor – (Non-Teaching Background)
Evangel University
Lincoln University
Lindenwood University
Missouri Baptist University
Missouri State University
Northwest Missouri State University
Saint Louis University

Southeast Missouri State University
Stephens College
Truman State University
University of Central Missouri
University of Missouri - Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis

School Psychological Examiner
Lincoln University
Lindenwood University
Missouri Baptist University

Missouri State University
Southeast Missouri State University
University of Central Missouri

Gifted
Columbia College
Drury University
Lindenwood University
Maryville University

Truman State University
University of Central Missouri
University of Missouri – Columbia
Webster University

Special Reading
Avila University
Columbia College
Drury University
Evangel University
Fontbonne University
Harris-Stowe State University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri State University

Missouri Western State University
Northwest Missouri State University
Park University
Southeast Missouri State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Webster University
Principal
Evangel University
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri State University
Northwest Missouri State University
Park University
Saint Louis University

Special Education Director
Lincoln University
Lindenwood University
Missouri Baptist University
Saint Louis University

Superintendent
Lincoln University
Lindenwood University
Maryville University
Missouri Baptist University
Missouri State University
Northwest Missouri State University
Saint Louis University

Southeast Missouri State University
Southwest Missouri State University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
Webster University
William Woods University

Southeast Missouri State University
University of Central Missouri
University of Missouri – Kansas City
Webster University
William Woods University

Southeast Missouri State University
Southwest Baptist University
University of Central Missouri
University of Missouri – Columbia
University of Missouri – Kansas City
University of Missouri – St. Louis
William Woods University
Webster University